



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 12231584  
SAU: MSAD 29  
School: Houlton Junior High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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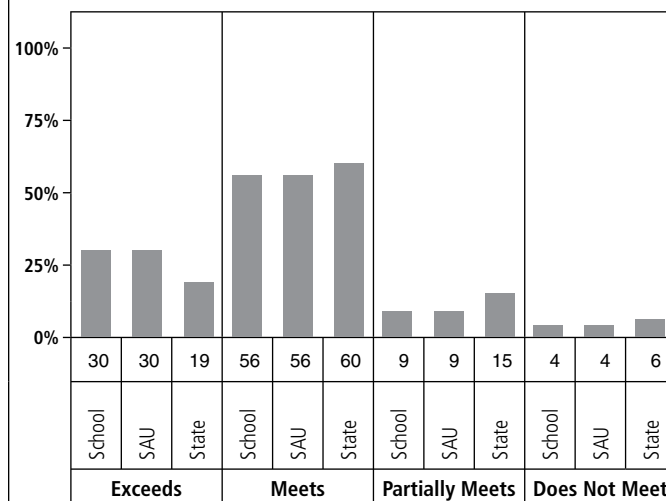
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: MSAD 29  
School: Houlton Junior High School

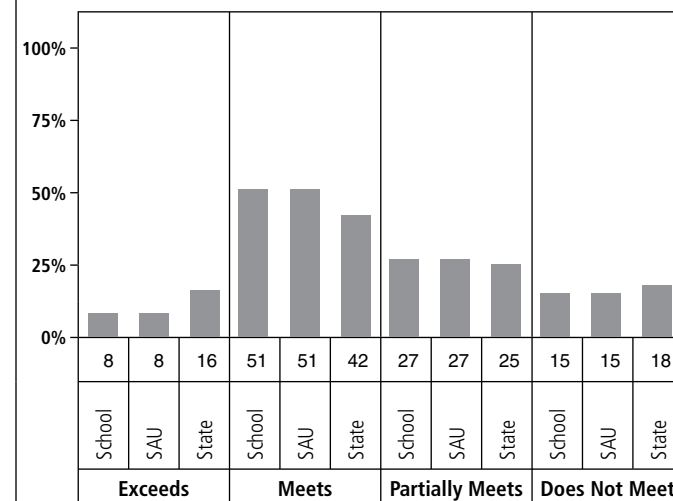
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	745	745	748
2007–2008	753	753	750
<b>2008–2009</b>	<b>755</b>	<b>755</b>	<b>751</b>
Cum. Avg.*	751	751	750
<b>Mathematics</b>			
2006–2007	732	732	742
2007–2008	740	740	743
<b>2008–2009</b>	<b>743</b>	<b>743</b>	<b>745</b>
Cum. Avg.*	739	739	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: MSAD 29  
School: Houlton Junior High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	92	100	92	100	14446	100	91	100	91	100	14316	99	91	100	91	100	14322	99						
<b>Ethnicity</b> African American/Black	1	1	1	1	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	10	11	10	11	124	1	10	100	10	100	121	98	10	100	10	100	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	2	2	2	2	147	1	2	100	2	100	144	99	2	100	2	100	144	99						
Caucasian/White	79	86	79	86	13483	93	78	100	78	100	13380	99	78	100	78	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	16	17	16	17	2428	17	16	100	16	100	2391	99	16	100	16	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	49	53	49	53	5498	38	48	100	48	100	5431	99	48	100	48	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	76	83	76	83	11742	81	76	83	76	83	11754	81						
Identified disability (PET/IEP)	1	1	1	1	367	3	1	1	1	1	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	3	4	3	4	183	2	3	4	3	4	187	2						
<b>Participation with accommodations</b>	13	14	13	14	2367	16	13	14	13	14	2366	16						
Identified disability (PET/IEP)	13	100	13	100	1819	77	13	100	13	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
<b>Participation through alternate assessment (PAAP)</b>	2	2	2	2	205	1	2	2	2	2	202	1						
Identified disability (PET/IEP)	2	100	2	100	205	100	2	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	1	1	1	1	33	0	1	1	1	1	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 29  
School: Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	9	11	9	11	2630	18
	2007-2008	21	19	21	19	2604	18
	<b>2008-2009</b>	<b>27</b>	<b>30</b>	<b>27</b>	<b>30</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	57	20	57	20	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	37	47	37	47	7605	51
	2007-2008	72	65	72	65	8049	55
	<b>2008-2009</b>	<b>50</b>	<b>56</b>	<b>50</b>	<b>56</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	159	57	159	57	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	22	28	22	28	3000	20
	2007-2008	12	11	12	11	2672	18
	<b>2008-2009</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	42	15	42	15	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	11	14	11	14	1620	11
	2007-2008	6	5	6	5	1190	8
	<b>2008-2009</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>899</b>	<b>6</b>
	Cum. Total*	21	8	21	8	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	36.8	65.7	36.8	65.7	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.6	63.0	12.6	63.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.2	67.2	24.2	67.2	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 29  
School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	89	27	30	50	56	8	9	4	4	755	89	30	56	9	4	755	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	9	2	22	3	33	2	22	2	22	747	9	22	33	22	22	747	117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	2										2						142	14	56	17	13	747
Caucasian/White	77	24	31	45	58	6	8	2	3	755	77	31	58	8	3	755	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	1	7	2	14	7	50	4	29	738	14	7	14	50	29	738	2186	2	36	35	27	737
No	75	26	35	48	64	1	1	0	0	758	75	35	64	1	0	758	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	0										0						311	4	41	29	26	739
No	89	27	30	50	56	8	9	4	4	755	89	30	56	9	4	755	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	46	5	11	32	70	6	13	3	7	750	46	11	70	13	7	750	5300	8	58	22	11	746
No	43	22	51	18	42	2	5	1	2	759	43	51	42	5	2	759	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	89	27	30	50	56	8	9	4	4	755	89	30	56	9	4	755	14101	19	60	15	6	751
<b>Gender</b>																						
Female	50	13	26	27	54	6	12	4	8	751	50	26	54	12	8	751	6993	24	61	11	4	754
Male	39	14	36	23	59	2	5	0	0	759	39	36	59	5	0	759	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	11	92	1	8	0	0	747	12	0	92	8	0	747	1025	10	53	27	11	745
No	77	27	35	39	51	7	9	4	5	756	77	35	51	9	5	756	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	15	12	80	3	20	0	0	0	0	767	15	80	20	0	0	767	676	66	33	1	0	766
No	74	15	20	47	64	8	11	4	5	752	74	20	64	11	5	752	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: MSAD 29

School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	3	75	0	0	1	25	746	4	0	75	0	25	746	7	8	48	25	19	743
B. less than one hour	36	12	38	17	53	2	6	1	3	757	36	38	53	6	3	757	52	17	62	15	6	751
C. one to two hours	53	13	28	27	57	5	11	2	4	754	53	28	57	11	4	754	37	23	61	12	4	753
D. more than two hours	7	2	33	3	50	1	17	0	0	756	7	33	50	17	0	756	4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	12	44	13	48	1	4	1	4	759	30	44	48	4	4	759	30	33	56	7	4	756
B. good	48	10	23	24	56	6	14	3	7	751	48	23	56	14	7	751	49	16	64	14	5	751
C. fair	19	5	29	11	65	1	6	0	0	756	19	29	65	6	0	756	19	5	59	26	10	745
D. poor	2	0	0	2	100	0	0	0	0	747	2	0	100	0	0	747	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	41	13	36	19	53	1	3	3	8	756	41	36	53	3	8	756	33	24	62	10	3	754
B. They match some of what I have learned.	45	9	23	24	62	6	15	0	0	754	45	23	62	15	0	754	52	18	62	15	5	751
C. They match just a little of what I have learned.	14	5	42	5	42	1	8	1	8	754	14	42	42	8	8	754	11	11	54	23	13	746
D. There is no match.	0										0						3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	21	5	26	10	53	2	11	2	11	751	21	26	53	11	11	751	17	16	55	18	12	748
B. about the same as my regular schoolwork	69	17	28	37	61	5	8	2	3	755	69	28	61	8	3	755	65	19	62	14	5	752
C. easier than my regular schoolwork	10	5	56	3	33	1	11	0	0	760	10	56	33	11	0	760	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	5	71	2	29	0	0	747	8	0	71	29	0	747	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	56	13	26	28	56	5	10	4	8	752	56	26	56	10	8	752	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	36	14	44	17	53	1	3	0	0	760	36	44	53	3	0	760	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	48	15	35	24	56	3	7	1	2	756	48	35	56	7	2	756	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	51	12	27	25	56	5	11	3	7	753	51	27	56	11	7	753	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	744	1	0	100	0	0	744	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	8	57	6	43	0	0	0	0	763	16	57	43	0	0	763	21	27	57	11	5	755
B. 20 minutes to an hour	56	13	26	28	56	7	14	2	4	753	56	26	56	14	4	753	45	22	62	12	4	753
C. less than 20 minutes	17	5	33	7	47	1	7	2	13	752	17	33	47	7	13	752	13	13	61	17	8	749
D. I rarely read at home.	11	1	10	9	90	0	0	0	0	755	11	10	90	0	0	755	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	0	0	1	100	722	50	0	0	0	100	722						
B.	50	0	0	0	0	1	100	0	0	730	50	0	0	100	0	730						
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 29  
School: Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	3	4	3	4	2142	14
	2007-2008	5	5	5	5	2028	14
	<b>2008-2009</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	15	5	15	5	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	18	23	18	23	5642	38
	2007-2008	49	44	49	44	5703	39
	<b>2008-2009</b>	<b>45</b>	<b>51</b>	<b>45</b>	<b>51</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	112	40	112	40	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	37	47	37	47	4077	27
	2007-2008	36	32	36	32	3733	26
	<b>2008-2009</b>	<b>24</b>	<b>27</b>	<b>24</b>	<b>27</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	97	35	97	35	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	21	27	21	27	3001	20
	2007-2008	21	19	21	19	3054	21
	<b>2008-2009</b>	<b>13</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	55	20	55	20	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	29.1	52.0	29.1	52.0	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	7.5	53.6	7.5	53.6	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.7	54.4	8.7	54.4	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	6.6	55.0	6.6	55.0	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	6.4	45.7	6.4	45.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: MSAD 29  
 School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	89	7	8	45	51	24	27	13	15	743	89	8	51	27	15	743	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	9	1	11	2	22	2	22	4	44	730	9	11	22	22	44	730	119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	2										2						142	8	39	23	30	739
Caucasian/White	77	6	8	41	53	21	27	9	12	745	77	8	53	27	12	745	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	0	0	4	29	10	71	720	14	0	0	29	71	720	2189	2	17	27	53	728
No	75	7	9	45	60	20	27	3	4	748	75	9	60	27	4	748	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	0										0						323	4	20	28	48	729
No	89	7	8	45	51	24	27	13	15	743	89	8	51	27	15	743	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	46	1	2	20	43	14	30	11	24	739	46	2	43	30	24	739	5308	7	35	30	28	738
No	43	6	14	25	58	10	23	2	5	749	43	14	58	23	5	749	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	89	7	8	45	51	24	27	13	15	743	89	8	51	27	15	743	14112	16	42	25	18	745
<b>Gender</b>																						
Female	50	1	2	24	48	15	30	10	20	740	50	2	48	30	20	740	6992	16	43	25	16	745
Male	39	6	15	21	54	9	23	3	8	749	39	15	54	23	8	749	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	2	17	6	50	4	33	732	12	0	17	50	33	732	1024	7	26	36	31	736
No	77	7	9	43	56	18	23	9	12	745	77	9	56	23	12	745	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	15	4	27	11	73	0	0	0	0	758	15	27	73	0	0	758	676	68	29	2	0	767
No	74	3	4	34	46	24	32	13	18	740	74	4	46	32	18	740	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 29  
School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	1	25	1	25	1	25	1	25	738	4	25	25	25	25	738	7	6	30	28	36	735
B. less than one hour	36	1	3	20	63	6	19	5	16	743	36	3	63	19	16	743	52	16	42	25	17	745
C. one to two hours	53	4	9	21	45	16	34	6	13	744	53	9	45	34	13	744	37	18	44	24	14	747
D. more than two hours	7	1	17	3	50	1	17	1	17	747	7	17	50	17	17	747	4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	3	15	17	85	0	0	0	0	755	23	15	85	0	0	755	26	35	43	12	9	754
B. good	49	2	5	23	53	14	33	4	9	744	49	5	53	33	9	744	46	13	48	25	15	745
C. fair	23	2	10	4	20	7	35	7	35	734	23	10	20	35	35	734	23	3	32	37	27	737
D. poor	5	0	0	0	0	2	50	2	50	725	5	0	0	50	50	725	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	27	5	21	13	54	4	17	2	8	750	27	21	54	17	8	750	26	23	43	20	13	749
B. They match some of what I have learned.	54	2	4	28	58	14	29	4	8	745	54	4	58	29	8	745	53	15	45	26	15	746
C. They match just a little of what I have learned.	16	0	0	4	29	6	43	4	29	734	16	0	29	43	29	734	17	9	35	32	24	740
D. There is no match.	3	0	0	0	0	0	0	3	100	707	3	0	0	0	100	707	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	32	0	0	13	46	8	29	7	25	739	32	0	46	29	25	739	37	8	40	29	23	740
B. about the same as my regular schoolwork	63	7	13	29	53	15	27	4	7	746	63	13	53	27	7	746	51	16	44	25	15	746
C. easier than my regular schoolwork	6	0	0	3	60	1	20	1	20	745	6	0	60	20	20	745	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	48	4	10	22	52	10	24	6	14	744	48	10	52	24	14	744	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	48	2	5	23	55	12	29	5	12	744	48	5	55	29	12	744	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	2	67	1	33	729	3	0	0	67	33	729	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	0	0	4	44	4	44	1	11	742	10	0	44	44	11	742	8	8	30	29	33	737
B. 30–45 minutes	57	3	6	32	63	13	25	3	6	746	57	6	63	25	6	746	38	13	40	27	20	743
C. 45–60 minutes	26	4	17	8	35	5	22	6	26	741	26	17	35	22	26	741	42	20	45	23	12	748
D. more than 60 minutes	7	0	0	1	17	2	33	3	50	732	7	0	17	33	50	732	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	9	1	13	0	0	2	25	5	63	725	9	13	0	25	63	725	15	19	38	25	19	745
B. two or three days a week	40	1	3	19	53	11	31	5	14	743	40	3	53	31	14	743	31	18	42	24	16	746
C. two or three times a month	31	5	18	17	61	4	14	2	7	751	31	18	61	14	7	751	26	17	43	24	17	746
D. never or almost never	19	0	0	9	53	7	41	1	6	742	19	0	53	41	6	742	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	3	1	33	0	0	0	0	2	67	733	3	33	0	0	67	733	10	12	39	24	24	741
B. two or three days a week	22	2	10	10	50	8	40	0	0	749	22	10	50	40	0	749	22	13	43	26	18	744
C. two or three times each month	43	3	8	29	76	5	13	1	3	750	43	8	76	13	3	750	33	18	44	25	13	747
D. never or almost never	31	1	4	6	21	11	39	10	36	732	31	4	21	39	36	732	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	0	0	1	100	712	50	0	0	0	100	712						
B.	50	0	0	0	0	0	0	1	100	720	50	0	0	0	100	720						
C.	0										0											
D.	0										0											

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